DOCUMENT RESUME

ED 106 615 95 CE 003 787

TITLE Elementary Career Education Guide, Volume 5: Appreciation-Attitudes, Decision Making, Educational Awareness, and Employability.
INSTITUTION Watertown Independent School District 1, S. Dak.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Aug 73
NOTE 90p.; For related documents see CE 003 781-786

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS *Attitudes; *Career Awareness; *Career Education; *Curriculum Guides; Decision Making; Early Childhood Education; Educational Attitudes; Elementary Education; Evaluation; Individual Development; Instructional Materials; Integrated Curriculum; Job Skills; Learning Activities; *Occupational Clusters; Primary Education; Resource Materials; Teaching Procedures

ABSTRACT

Volume 5 of the six-volume articulated elementary education career guide deals with the appreciation--attitudes, decision making, educational awareness, and employability levels of career awareness and aims at developing student social self-fulfillment, career decisions, educational identity, and career placement. The lessons in the volume are divided and color-coded by grade level, and are categorized by subject area and career cluster. Each lesson includes references, instructional objectives, procedures, activities, and evaluation. Representative unit materials include: (1) for appreciation--attitudes at the early childhood and primary levels (grades K-3), "My Friend the Policeman (What Policemen Do)" and "Public Services and the World of Work," (2) for decision making at the primary and intermediate levels (grades 3-6), "Conservation and the World of Work" and "Figure It Out," (3) for educational awareness at primary and intermediate levels, "Mathematics and Workers in the Classroom Store" and "Computers, Base Two, and Educational Awareness," and (4) for employability at primary and intermediate levels (grades 3, 5, and 6), "Design to Teach Employability to Primary Children" and "Requirements in the World of Jobs." (JR)

ED106615

Volume

Elementary Career **5** Education Guide

APPRECIATION—ATTITUDES, DECISION MAKING, EDUCATIONAL AWARENESS, & EMPLOYABILITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Career Development Project / 435 Tenth Avenue Northwest
Watertown, S. Dak. 57201

2

CE003187

DEDICATION

This resource guide is dedicated to the Watertown elementary faculty, their principals, and administrators.

It is evidence of their work and commitment to the main thrust of the Career Development ideal, the self-actualization of every student who passes through the Watertown school system.

A special salute is made to the school board and residents of the Watertown community. Without their support these lessons and units would not be written.

Career Development Project

Watertown Ind. School Dist. No. 1

435 Tenth Avenue N. W.

Watertown, South Dakota 57201

The Career Development Project is an exemplary program of the U. S. Office of Education, funded under Part D of the Vocational Education Amendments of 1968, (Public Law 90-576, Section 141), Project No. 0316-0159.

August 1973

PREFACE

The elementary faculty members of Watertown hope that the pioneering efforts expressed in this resource guide will assist other educators in converting their curriculum to one with a Career Development impact of their own creation.

The Career Development staff is grateful to other Career Development projects for their sharing of guides and materials, the influence of which cannot always be calculated fully.

It is not the thought of the Watertown teachers that this resource guide is complete and flawless. It is built to enhance the existing curriculum in Watertown, and to express the genesis of a new way of approaching education for American children. This is articulated to better prepare students for the multi-demands of the World of Work in a technological society. New ways of meeting this challenge continue to reveal themselves to our staff members.

The authors of this resource lesson guide desire to remain open to the challenge of the future and expect to continue to change as better methods appear to be successful with students.

Watertown teachers are excited by the possibilities of their Career Development Program and the motivating force which it provides for pupils such as this third grader, who, sans grammatical accuracy, yet with poetic expression summed up how he felt about a field trip in this way, "I had joy all over me when I saw 'them' interesting things they were doing... and I remember what you said what 'them' logs were. Here is the answer, railroad ties, and I thank you truly for 'tacking' us there." There is, also, the sophisticated note to President Nixon from a fifth grade boy just before the 1972 elections. "If you do as well in the elections as you did in the mock elections at our school, you will win... I am getting a very good 'grounding' in being a superintendent of schools." Then, there was the fourth grader who wrote under an illustration, "Be polite when you ask for a job, and look 100%, and get right to work, and help others. Are you polite when you ask for a job?" Watertown teachers expect to continue to add worthwhile and viable material to this guide and do not feel that its production is finished. Will you, also?

INTRODUCTION

CAREER DEVELOPMENT "A, B, C's" FOR THE TEACHER

Helen K. Dickson
Elementary Curriculum Specialist
Career Development Project

WHAT IS THE GOAL OF CAREER DEVELOPMENT?

The goal of Career Development for K-12 is the self-actualization of every student. When a student understands himself in true perspective, he will be able to realistically set life-time goals and meet them. He needs to know his strengths. He needs to understand and be able to deal with his weaknesses.

WHAT COMES BEFORE SELF-ACTUALIZATION?

In order to have achieved these top priorities, he needs to have developed a set of values capable to assisting him to a sound philosophy of life. He needs, also, to have made a career choice, thereby gaining some individual autonomy in his life. He needs to feel, and have others agree that he can make mature decisions.

HOW CAN COUNSELING HELP?

Counseling can assist students toward making decisions which lead to self understanding. It can help these students resolve problems and lead them to relative happiness-success through their value setting.

WHAT HELPING ROLE DOES CURRICULUM PLAY?

A curriculum geared to Career Development can help students toward wise career choices through a diverse knowledge of the World of Work and the occupations it contains.

THE MOTIVATING FORCE OF CAREER DEVELOPMENT

In Career Development children are provided with a strong motivating force for becoming educated by relating careers and the World of Work to their existing studies. This can be achieved through an active blending of the academic with the vocational, integrating one into the other, and producing an educational impact which makes SENSE to the student, thereby releasing his human potential.

WHO COUNSELS IN ELEMENTARY SCHOOLS?

On the elementary level, trained counselors are few. Their work is diffused and meaningless to many of the children they need to serve through no fault of the counselors themselves. Existing counselors are overburdened at best, and find it virtually impossible to meet the demands of the work which confronts them. Effective counseling, then, falls squarely into the hands of the teachers, burdened as they are, and confronts principals whose training has often been authoritarian-centered, a highly acceptable approach in other moments of our nation's development. Career education provides a format for teacher-counseling action.

WHY ARE NEW TECHNIQUES DEMANDED?

Technology, the burgeoning increase in population, the rise and needs of minority races, changed concepts of morality in many homes. The losses of identity for many individuals, especially in the ghettos of our cities, have created an entirely different and often crushing demand on the schools, their administrations, and their teachers. Career education can assist students in finding and understanding themselves and others.

WHAT CAN ELEMENTARY TEACHERS DO?

Personal Recognition of Students

In every small way a teacher can maneuver, (s)he should let students know (s)he cares for them as individuals. A look, a pat, a chuckle go a long, long way.

William Glasser, psychiatrist, and author of Schools Without Failure and Reality Therapy in Los Angeles schools, advises teachers that students are role-oriented today. Because they see themselves being gobbled up by technological society as a number in place of a name, they feel the urge to establish their individual role as a person. From this base they will set their goals, and not before. Teachers, therefore, are challenged to teach from an individualized approach in basic skills such as reading and math. They can, also, recognize the student in individual acceptable personal ways. Goal setting is important to a student's future occupational success. Self understanding will assist him toward decision making when the time comes for it. This understanding should begin very early in a child's formative years.

Decision Making Techniques

Teachers can assist in decision making by encouraging participants in lessons requiring the use of techniques such as the inquiry method, brainstorming, and problem solving. These techniques, learned in the early years, will be applied easily later when career decisions are at hand. They are basic elementary practices in preparation for future years.

Inquiry requires the use of questioning approaches to discussion, while brainstorming includes the outpouring of idea after idea with free wheeling encouraged. Problem solving requires the participants to decide precisely what the problem is, and then suggest a myriad of possible solutions. When many solutions have been contributed the group involved in decision making decides on the best of the possible solutions. These methods need to be established early so that they can be easily used in life decisions.

Counseling-oriented Lessons

Many counseling-oriented lessons can fit smugly into the informal part of the school day, just before or just after recess and before going home. They can include the teacher-selected books which point to value judgments, child-teacher cooperative creative writing having to do with personal feelings, filmstrips illustrating the needs in personality development, and publishers' curriculum kits which cover the entire gamut of feelings and value judgments. Throughout this guide teachers have been referring to curriculum materials and ideas which will be effective in teaching these lessons.

These do not replace Sunday School; they supplement its challenges, not through moralizing, but through assisting students not only to understand themselves, but, also, to understand others with whom they come in contact.

Curriculum-oriented Lessons -- The Curriculum Recipe

Let us reason, now how a teacher can plan Curriculum. Take any lesson which a teacher needs to teach, analyze it for the possibilities of integrating any of the eight different levels of Career Development awareness and some of the goals which are represented within them. What can one most readily teach presenting the subject matter in its best light? Will it be self, career, economic, or education awareness? Will it be appreciation-attitudes, beginning competency, decision making or employability? Perhaps to make the lessons especially dynamic several of these objectives may be accented. The teacher should make these decisions on the basis of the World of Work goals fitting the awareness levels which are most effective for these particular lessons.

Curriculum Tips Toward A Successful Recipe

Now the teacher plans his approach! What occupational cluster will be represented? To what developmental stage does he hope to appeal? What will the teacher present in the way of INPUT to the lesson? How should the children be grouped while receiving the teacher's information? Should they be quiet through the entire INPUT, respond in unison, read and recite, or what? Now, what OUTPUT in the way of activities are the children going to produce? What performance achievement is expected of them? Will they show improvement in understanding concepts and generalizations? How will these be measured in a pre-test and the post-test? What will students actually have learned in the way of factual information that was geared to the World of Work?

Checking Recipe Ingredients

Now, it is time for the teacher to check his plans. Is there some way that this lesson can be more humanistic slanted? Can technology be placed second rather than first? Remember, technology never invented anything. PEOPLE did! Technology does not make faultless checks on technology. PEOPLE often have to be called in to double check and regulate computer decisions. A case in point is the computerized rapid transit system problem in San Francisco. When materials move down an assembly line, it is PEOPLE who made it possible, not the machines. Anyone teaching students should keep this fact well in mind, and transfer the thinking successfully and dynamically to students.

Let us assume that a teacher has checked on the human approach to the lesson. Is every activity in the OUTPUT? Again, is it all 3-R activities which have been written in, or does the teacher have pupils grouping and regrouping for vocational type enhancement as well as concrete-abstract teaching?

Next, check to see if students are to be exposed to a resource person on a field trip, and if so, are teachers going to follow advice in CAREER EXPLORATIONS, DESIGNS FOR FIELD TRIP REPORTING, or does anything suffice that might happen on the trip? (See Eric System VT 016 122; Order from: University of South Dakota Library or State Library Commission).

Finally, is the teacher planning at least one of the ten ways outlined in the booklet, CAREER EXPLORATIONS, to reinforce the field trip? Has (s)he thought of a creative reinforcement method of his or her own? Or, are results of the field trip lost forever in a maze of irrelevant published lessons which might appear to be high priority items to the teacher when (s)he returns with the class?

EVALUATING RECIPE OUTCOMES OF CAREER DEVELOPMENT PLANNING

The teacher may have developed a mini-unit, a maxi-unit, or an individual lesson, but it should be integrated into the regular curriculum; it should be relevant; it should be active and contain concrete experiences to blend with abstract concepts which are meaningful. This means active participation to illustrate passive ideas, i.e., the order of the successful Career Development units. These can and will, in a dedicated scope and sequence, lead toward SELF-ACTUALIZATION for every student. This is exactly what Watertown teachers were attempting to do when writing lessons printed in this guide.

Each one who moves from early childhood throughout adulthood, in a powerful curriculum such as this, should be more ready to do as Dr. Helling of the University of Minnesota suggests, successfully "integrate self with society" lasting an "entire life."

Could anything be more challenging for the 70's than this? In accomplishing this objective of the 70's, one is planning for the successes of this nation and its people for the 80's, 90's and the year 2000 A. D.

CAREER DEVELOPMENT RATIONALE AND THEORIES

RATIONALE:

After reviewing the literature in regard to Career Development theory, and discovering the works of Ginzburg, Ginsburg, Axelrod and Herma, Donald Super, and those of John Holland, as well as others, one reasons that an understanding of the theories should assist greatly in the development and understanding of curriculum.

THEORIES:

According to Samuel H. Osipow, Prof. of Psychology, Ohio State University, we know a number of generalizations about career development. It is a socially bound process, is characterized by changes both within the individual and external to the individual, is often accompanied by anxiety, the fear being implied of choosing something at which one may fail, and choosing something that one does not like. Abilities play an important role in Career Development and interest serves as a predictive "ceiling", while abilities serve as a predictive "floor".

John Holland expresses the idea that there is something systematic about Career Development preferences. They seem to come about in a developmental manner and are facilitated by particular tasks in significant institutions.

Ginzburg's theory "is developmental in nature of the process" of vocational change, and Super's theory lists life stages of vocational development. The table below compares the two theories as they relate to school children:

Ginsburg:	Super:
Fantasy Period - Birth - 11 years	Growth Period - Birth - 14 years
Tentative Period - About - 11 years	
A. Interest-Identification and Understanding	A. Fantasy: Age 4-10
B. Capacity-Abilities-Values	B. Interest: Age 11-12
C. Transition-Composite View	C. Capacity: Age 13-14
Interests	
Values	Exploration Period - Age 15-25
Capacities	A. Tentative: Age 15-17
	B. Transition: Age 19-21
Realistic Period - Around 18 years	C. Trial: Age 22-24

Roe's Theory emphasized development in another way stating that a child moves toward or away from interpersonal activity in early childhood. Roe developed an occupational classification system which some of Osipow's research data refutes.

John Holland postulated six types of individuals: the realistic, the investigative, the social, the conventional, the enterprising, and the artistic.

Osipow points out that it is important that factors lying outside the individual be taken into consideration such as social class membership, sex, race, sometimes finances, the state of the economy, and where a person lives. All of these social systems are brought to bear in career development.

Super often discusses the vital importance of the Self Concept and lists suggested vocational development tasks:

Preschool Child

1. Increasing ability for self-help.
2. Identification with like-sexed parent.
3. Increasing ability for self-direction.

Elementary School Child

1. Ability to undertake cooperative enterprises.
2. Choice of activities suited to ones' abilities.
3. Assumption of responsibility for one's acts.
4. Performance of chores around the house.

CONCLUSIONS:

The Career Development staff has chosen to use Super's Theory chiefly as a basis for planning since Self Awareness plays a large part in curriculum. We feel this concept is important for elementary children.

It would seem that the vocational developmental tasks of Super are reasonable ones. It also, appears to some of our Watertown principals and to the curriculum specialist that ages 9 and 10, about the fifth school year, students vary as to a Fantasy Stage and/or a Beginning Interest Stage. Because of mental maturity, some children in the chronological age of ten, may be displaying more interest orientation than fantasy thinking.

Curriculum workshop people have identified the years K-4 as a Fantasy Period and the sixth school year as being more of a "Growth-Interest Period". Noting Ginzburg's statement that the "fantasy period" changes to a "tentative period" near age 11 years, we have identified the fifth school year as being a "Growth-Fantasy + Beginning Interest" period.

One might note that Ginzburg and Super's Fantasy periods seem to cover about the same chronological ages of children.

We would agree with Osipow that "programming of career education should not be too rigid or too tightly conceived, that new ideas of career education recognize the developmental nature of careers, that changes occur with growth and maturity, and that attitudes are continually being formed toward making educational and vocational decisions."

CLUSTERS

Watertown, South Dakota schools use twelve elementary curriculum clusters to allow a practicable application if the core approach is used in the reorganization plans of the junior high school.

Agribusiness
Communicative Arts
Consumer and Homemaker
Construction
Financial and Business
Health Occupations
Hospitality and Recreation
Manufacturing
Natural Resources and Environment
Personal Service
Public Service
Transportation

Watertown examples of occupations are shown here for each cluster. This is not to imply exclusion of occupations outside of Watertown. It is merely organized in this manner for the sake of references and easy understanding.

CLUSTER EXAMPLES

AGRIBUSINESS

1) Livestock Feeder
2) Dairy Farmer
3) Veterinarian
4) Poultry Processor
5) Hatchery Manager
6) Seed Processor
7) Feed Processor
8) Government Agent
9) Implement Dealer
10) Farm Management Specialist
11) Farm Products Manufacturer
12) Farm Insurance Agent

COMMUNICATIVE ARTS

1) Radio Announcing
2) Journalism
3) Newspaper Advertising
4) Printing
5) TV Production
6) Freelance Journalism
7) Sign Design
8) Library Science
9) Music Instruction
10) Music Merchandising
11) Artist or Ballet
12) Drama
13) Computer Science

CONSUMER & HOMEMAKER

1) Food Service Manager
2) Dietician
3) Drycleaner
4) Clothing Store Manager
5) Fabric Store Manager
6) Interior Decorator
7) Upholsterer
8) Flower Shop Manager
9) Landscape Architect
10) Extension Agent
11) Butcher
12) Supermarket Manager

CONSTRUCTION

1) General Contractor
2) Architect
3) Draftsman
4) Carpenter
5) Electrician
6) Heating & Colling Contractor
7) Landscape Architect
8) Building Products Wholesaler
9) Plumbing & Heating Wholesaler
10) Glass Contractor
11) Cement Products Manufacturer
12) Realtor

CLUSTER EXAMPLES (continued)

FINANCIAL & BUSINESS SERVICES

1) General Banking Services
2) Trusts
3) Banking Loans
4) Credit Bureau
5) Insurance Co.
6) Accountant
7) Insurance Agency
8) Realtor
9) Office Machines
10) Commercial Loan Office
11) Commercial Property Management
12) Chamber of Commerce

HEALTH OCCUPATIONS

1) Hospital Administrator
2) Nurse
3) X-Ray Technician
4) Physical Therapist
5) Physician
6) Mental Health Administrator
7) Nursing Home Administrator
8) Dentist
9) Dental Assistant
10) Optometrist
11) Optician
12) Dental Lab Technician

HOSPITALITY & RECREATION

1) Game, Fish & Parks Department
2) City Recreation Director
3) Sporting Goods Manager
4) Movie Theater Manager
5) Nightclub Manager
6) Bowling Alley Manager
7) Athletic Director
8) Boy Scouts-Girl Scouts
9) Travel Agent
10) Motel Operator
11) Sports Editor
12) Flight Instructor

MANUFACTURING

1) Quadee (Rubber Products Co.)
2) Midtex (Electronics Parts Co.)
3) Monument Works
4) Chickasha (Mobile Homes)
5) Schweigers or Pepsi Bottling Co.
6) Concrete Products Co.
7) Woodworking Co.
8) Poultry Processors
9) Sign Manufacturing Co.

NATURAL RESOURCES

1) Weather Bureau Representative
2) Conifer Nursery
3) Game, Fish & Parks Department
4) Soil Conservation Service
5) County Extension Office
6) Sanitation Department
7) Water Purification Department
8) Bureau of Reclamation
9) Sand & Gravel Company
10) Lumber Yard
11) Fish Hatchery
12) Army Corps of Engineers

PUBLIC SERVICE

1) Model Rural Development
2) City Government Administration
3) County Government Services
4) Law Enforcement
5) Fire Protection
6) Municipal Utilities
7) Post Office & Civil Service
8) Employment Services
9) Welfare Office
10) State Government Services
11) School Administration
12) Lawyer

CLUSTER EXAMPLES (continued)

TRANSPORTATION

1) Airline Representative
2) Motor Freight Representative
3) Auto Mechanic
4) Diesel
5) Auto Parts Person
6) Auto Sales Person
7) Iol Pipeline Representative
8) Railroad Representative
9) Highway Department Representative
10) F.A.A. Representative
11) Bus Company Representative
12) Post Office or United Parcel Service Representative

PERSONAL SERVICE

1) Barber
2) Cosmetologist
3) Radio-TV Repairman
4) Watch Repair Person
5) Mortician
6) Child Care Specialist
7) Tailor
8) Gardener
9) Tax Consultant
10) Carpet Cleaning Specialist
11) Furniture Repari Person
12) Taxi-Driver
13) Public Stenographer
14) Pet Shop
15) Appliance Repair Person

OVERVIEW

The main divisions of this lesson guide are the eight levels of awareness which lead to life-time targets.

CAREER DEVELOPMENT

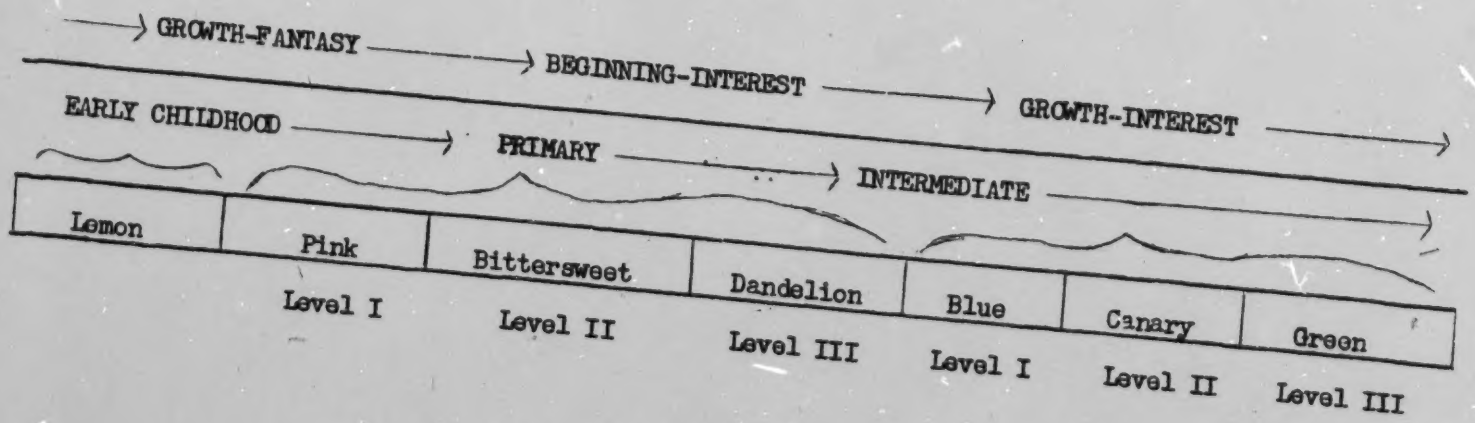
Objectives	Leading to	Life-Time Targets
Self Awareness		Self Identity
Career Awareness		Career Identity
Economic Awareness		Economic Understanding
Beginning Competency		Employable Skills
Appreciation-Attitudes		Social Self Fulfillment
Decision Making		Career Decisions
Education Awareness		Education Identity
Employability		Career Placement

Within each category, the guide is divided into developmental stages as delineated by Donald Super, vocational authority. Inasmuch as the Watertown philosophy in theory and practice is based upon belief in Individualizing Instruction, we have organized these programs into units with suggested appropriateness for early childhood (Kindergarten), primary level (Grades 1-3), and intermediate (Grades 4-6).

This leaves an assignment of levels to the discretion of non-graded teachers as their school needs dictate. Career Development Goals as designed for the Watertown Project appear in their entirety after each level of awareness. They are accompanied by instructional objectives and other criteria basic to an excellent lesson.

Each developmental stage is color-coded corresponding roughly to traditional grade levels to provide guidance to the teacher in determining appropriateness for pupils at various stages. The diagram on page xiii shows in graphic form the progression of Developmental Stages, traditional elementary school levels, and the corresponding color code.

DEVELOPMENTAL STAGE CONTINUUM



CAREER DEVELOPMENT

APPRECIATION-ATTITUDES

RATIONALE:

Appreciation-attitudes is a prime and necessary objective of career education. It will lead to a life-time target of social adjustment.

* Appreciation-attitudes implies life roles—feelings toward self and others in respect to society and economics leading to a life target of self, social fulfillment and an active, satisfying work role.

GOALS:

In working with the objective of appreciation-attitudes the teacher should adopt these goals in the form of concepts and generalizations developed within the instructional design.

* Work has dignity. Recognition of individual differences makes a student responsible and tolerant in relationships.

* In many careers cooperation among workers is essential. This calls for an exercise of responsibility to oneself and to others when accepting a task or job.

* Appreciation of life models of career people and their contributions to society whether they are now living or dead is most important to a student's full appreciation and good attitude in the present.

APPRECIATION-ATTITUDES

TITLES	INTEGRATION	CLUSTERS	PAGE NOS.
DEVELOPMENTAL STAGE: GROWTH-FANTASY			
EARLY CHILDHOOD			
My Good Friend, the Policeman (What A Policeman Does)	SS	Public Service	1
Specialization & Interdependence of School Employees	SS	Public and Personal Service	2
PRIMARY			
Level I			
My Friend, the Policeman (Bicycle Safety)	SS	Public Service	4
Level II			
We Explore the Merit of a Fireman	SS	Public Service	5
Level III			
Public Services and the World of Work	SS	Public Service	7
(The) Way of Life of the Hutterites	SS	Agri-Business	9

APPRECIATION-ATTITUDES

TITLES	INTEGRATION	CLUSTERS	PAGE NOS.
DEVELOPMENTAL STAGE: GROWTH-FANTASY			
INTERMEDIATE			
Level I			
Bamboo Hop - Skilled Dance as a Hobby	PE	Hospitality & Recreation	11
Clothing	SS	Consumer & Homemaker	12
(An) Individualized World of Work Unit on the Newspaper	LA	Communicative Arts	13
Respect for Heavy Equipment Operators	SS	Construction	16
Level II			
Adventures in Appreciation of Music Models	M & LA	Hospitality & Recreation	17
Appreciation of the Dairy Farmer	SS	Agri-Business	19
(The) Chief Executives	SS	Public Service	20
(An) Example of A Social Studies Career Development Field Trip Study Sheet--Answers the Question What Are We Looking For?	SS	Miscellaneous	21
Food	S & LA	Consumer & Homemaker	25
Life Models	SS & R	Miscellaneous	27

APPRECIATION-ATTITUDES

EARLY CHILDHOOD

MY GOOD FRIEND, THE POLICEMAN

Public Service Cluster

Early Childhood — Awareness: Appreciation-Attitudes

Piloted by: Mrs. Wendell Lunde

INSTRUCTIONAL OBJECTIVES:

Given the study of the policeman as a friend to the public, the children will be able to tell a minimum of one thing the policeman does for them.

INPUT:

Procedure:

All the children will be seated on the floor in their room. The teacher will ask a police officer to come to the school. He could be a parent or the special friend of one of the children. Because children need to learn that a policeman is their friend, the teacher will:

* make the children aware of two situations they might encounter on the way to school.
  * Getting lost.
  * Meeting strangers (for many, their first encounter without parents nearby).

The officer will be expected to:

* develop a friendly rapport with the children. Answer these questions:
  - What does a policeman do? (Stress the help he gives people, rather than law enforcement.)
  - How does he help a lost child?
  - What should a child do if offered candy, rides, money, etc. from strangers?
* tell the children how they can help him by learning their parent's name, address, telephone number; by telling parents, teachers, and sitters immediately about too-friendly strangers.

OUTPUT:

All the children will participate by:

* learning their parent's name, street address, telephone number.
* drawing an officer helping a child.

EVALUATION:

Outcome:

Children will be able to tell that a policeman would help them if they were in trouble. He is their friend. They will be able to tell their own address and telephone number.

SPECIALIZATION AND INTERDEPENDENCE OF SCHOOL EMPLOYEES

Public Service Cluster
and
Personal Service Cluster

Early Childhood — Awareness: Appreciation-Attitudes

INSTRUCTIONAL OBJECTIVES:

Given a design to teach awareness of the specialization and interdependence of school employees, children will be able to tell how school workers help each other and how they, also, help children.

INPUT:

The need to introduce children into the school setting and to show the interdependence and job of each employee.
To show how the students are dependent on each employee. (Demonstration of duties).
To see working areas and equipment. To show how each student has a job in the school.

Procedure:

Each child should be encouraged to participate by each being involved in every activity and by being encouraged to ask questions and add ideas. Each child should become aware of how each employee is important to the school and to the student.

OUTPUT:

All children will be involved in the following activities:

* Visiting each employee in their work area.

  A different amount of time may be needed for each visitation and discussion of each job.

  Stress that one job is as important as another and how each employee benefits from the others.

* Looking, touching, and seeing equipment and people at work.

* Talking with the employees.

* Different role playing activities.

* Each child draws a picture of his favorite employee.

EVALUATION:

Outcome:

Students will be able to tell:

* how a custodian helps a child and the principal.
* how a principal helps a child.
* how a secretary helps the principal.
* how a cook helps a child at school.
* how a cook helps a secretary.
* how a teacher's aide helps the teacher.
* how a teacher helps a child.

APPRECIATION-ATTITUDES

PRIMARY
Level I

MY FRIEND, THE POLICEMAN

Public Service Cluster

Primary

Awareness: Appreciation-Attitudes

Piloted by: Mrs. Wendell Lunde

INSTRUCTIONAL OBJECTIVES:

After a bicycle safety lesson taught by a policeman, the pupils will demonstrate knowledge of safety by riding their own bicycles through an obstacle course and by using proper hand signals and stops.

INPUT:

The children will be seated on the floor in the school gym. The officer should be a local policeman or a state patrolman. (Try the South Dakota Highway Patrol program - Mike the Bike.) Because most children in the primary grades either have a bike or would like one very much, they need to learn bicycle safety. The officer will discuss why children ride bikes to school--convenience, distance, time. The officer will present his program stressing safety rules.

Procedure:

The officer will have children practice hand signals and if time permits, the bicycles should be safety checked.

OUTPUT:

The children should role play showing good safety practices--hand signals, full stop for stop signs, etc.

EVALUATION:

Outcome:

The children will be able to list safe habits for bike riding, and will be able to tell how they trust a police officer.

APPRECIATION-ATTITUDES

PRIMARY
Level II

WE EXPLORE THE MERIT OF OUR FIREMEN

Public Service Cluster

Primary — Awareness: Appreciation-Attitudes

Piloted by: Linda York
Darla Pagel

INSTRUCTIONAL OBJECTIVES:

Given the study of fire prevention, students will be able to meet fire drill requirements, and tell about the value of having firemen in a community.

INPUT:

Procedure:

Firemen's work is priceless and this thought needs to be conveyed to the children by doing the following things:

Gain their interest and make them alert

* by sounding the alarm and having a fire drill.

* by allowing them to talk informally about the fireman's work.

Focus their attention on the fireman and his value to us.

* Have children remain on the playground. Ask them if they smell smoke - No, why? - It's a drill. By having drills we are helping the fireman.

* What are some of the things a fireman does?
  - Keeps trucks and equipment in working order and ready to go.
  - Is available at a moments notice to help us in case of fire.
  - Answers ambulance calls for accidents other than fires.
  - Is willing to give us information about his job.

World of Work Concepts are implied through questioning.

* What kind of person does a fireman have to be? (His required abilities will bring out his dignity in his work.)
  - willingness to help
  - healthy
  - responsible
  - dedicated

Would you like to be a fireman? Why?
- It would be exciting!
- There is joy in helping others. (Sense of satisfaction)
- Job is important to the welfare of the community (he feels he is needed - personal).

How could we get to know the fireman better?
- Visit the firehouse
- Interview him in person or by letter
- Read books about him

OUTPUT:

To better understand the role of the fireman the children should take part in activities concerning the fireman.

* Role play
  - One could play the part of the fireman while another interviews him.
  - Act out a scene with firemen receiving and answering a call to a fire or accident.
* Write a letter to the firemen telling them how we appreciate them and their services. Enclose a drawing of them by the child.
* Visit a fire station.
* Read about him and save one period of "Show and Tell" exclusively for the purpose of informing each other of something we learned from him.

EVALUATION:

Outcome:

Children should be able to record onto a cassette recorder at least 3 reasons why a fireman is important to their family.

They will be able to accomplish the fire drill according to good standards of procedure.

APPRECIATION-ATTITUDES

PRIMARY
Level III

PUBLIC SERVICES AND THE WORLD OF WORK

Public Service Cluster

Primary

Awareness: Appreciation-Attitudes
Career-Education

Subjects: Science; Health; Social Sciences

Piloted by: Carolyn Noeldner

REFERENCES:

SVE Study Prints - Fireman, Policeman, School Workers, Misc.
Filmstrips - Public Services: Community Workers & Helpers Group 1 and 2
SVE Singer, Chicago
Library Books - I Want To Be; True Books; Come to Work With Us
School's Personnel
Songs on Public Services
Resource People (Parents)

INSTRUCTIONAL OBJECTIVES:

Given an opportunity to acquaint children with the various public services available in a community, students will be able to select five public service workers from a list of careers.

INPUT:

Procedure:

The teacher will group the class in a large group to:

* review areas of public services.
* help develop interest by identifying jobs performed by various parents of the students.
* brainstorm what class feels are qualifications for people who perform public services.

All students are involved in review of public service jobs. Parents who fit these jobs and brainstorming of their service and the educational qualifications needed by these people will be of prime interest. Individual or small group activities, bulletin boards, interviews, charts, research; etc. Students will help contact resource people.

Examples of Professional:

Lawyer	Rural Development
Teacher	City Utility Dept.
Fireman	City Alderman
Policeman	State Government-State Representative
	County Auditor

EVALUATION:

Outcome:

Children will be able to select five public service careers from a list of twenty-five career names.

THE WAY OF LIFE OF THE HUTTERITES

Agri-Business Cluster

Primary Awareness: Appreciation-Attitudes

Subjects: Social Studies; Science

INSTRUCTIONAL OBJECTIVES:

Given the opportunity to learn about the Hutterites and their cooperative way of life and method of agriculture, children will visit the Hutterite Colony and be able to tell about:

* the co operation of the Hutteritie people.
* the modern agricultural methods of the Hutterites.

INPUT:

Procedure.

How many people do we need to make the trip?
* Bus driver
* Cooks to pack lunch
* Parents

Visiting the Hutterites to understand their way of life.
* Individuals live in a particular location due to the nature of their work.
  - discover more about the innovative farm practices of these people
* Social Activity
  - Decide to take a treat to the Hutterite school children with name and address of the giver in it and ask them to correspond with them.

Social studies discussion includes:
* inquiry made and research done on their way of life.
* decision made whether youngsters could live like they do.
* assigning interviews to different groups having them find out the responsibilities of different workers in the colony. The questions will be decided on ahead of time.

OUTPUT:

* All children are a part of this by attending the field trip.
* Illustrate and write stories about the people they interviewed.
* Make a chart on likes and differences in their school and ours.
* For a Language Arts lesson have the children decide on the people that thank you notes should be written to and write them.
* This learning experience can show to the children all of the different occupations done within the colony and how they interact to make the lives of these Hutterites one of complete cooperation.

EVALUATION:

Outcome:

Students will be able to tell the following based on observation:

* how Hutterites cooperate with each other.
* some modern agricultural methods of the Hutterites.

APPRECIATION-ATTITUDES

INTERMEDIATE
Level I

BAMBOO HOP -- SKILLED DANCE AS A HOBBY

Hospitality & Recreation Cluster

Intermediate

Awareness: Appreciation-Attitudes

Subjects: All

Piloted by: Laura Blais

REFERENCES:

Film on "Tinikling", 16mm., 11 min., color, sound from GENERAL LEARNING COPR., 3 E. 54th St. N.Y. Record from Educational Recordings of America, P.O. Box 6062, Bridgeport, Conn. 06606

INSTRUCTIONAL OBJECTIVES:

Given the opportunity to teach the dance to intermediate students, young people will develop an ability to perform the skills involved in dancing with self control and beauty.

INPUT:

Procedure:

Children are seated on the gym floor in large groups for film and introduction to the music. Pass pictures around. All are quiet; teacher may move around the group.

OUTPUT:

To begin, students stand and give themselves room, take off shoes, place one by right foot and one by left, look on these as poles. Hop in and out to count a few times, now with music, now follow through with the Brochure with the different figures.

After a lot of practice, use the poles. Be sure the pole clappers have the beat as it is hard on the ankles. They should practice first without the "hopper".

EVALUATION:

Outcome:

Children will be able to have enough body control and self control that they can perform the bamboo hop as a beautiful, skilled dance.

CLOTHING

Consumer and Homemaker Cluster

Intermediate

Awareness: Appreciation-Attitudes
Career

REFERENCES:

Food, Clothing & Shelter A206 SS; Society for Visual Ed. Inc., 1345 Diversey Parkway, Singer, Chicago, Ill. 60614
How We Get Our Clothing; Story of Rubber, Story of Leather, Story of Wool, Story of Cotton (filmstrips) SVE, Singer, Chicago, Ill.

INSTRUCTIONAL OBJECTIVES:

Given a finished product of rubber, leather, wool, and cotton one finds that many workers of many lands have influenced the products' development in order that people can have the best products to wear. Clothing is most essential, and in our higher order of civilization we depend upon the work and products of many people to develop the clothing for us. Food, clothing & shelter are not basically provided by the home workers today. Concepts: Workers of our world are interdependent and need each other for successful products to be manufactured.

INPUT:

Procedure:

The children will view four color filmstrips depicting workers raising and processing rubber, leather, wool, cotton. The rubber is to be made into a pair of boots. Ask the questions on the filmstrips. Then have children list the work they saw machines doing. Then, list the things workers were doing. Next, list the things workers whom they didn't see probably do. The story of leather is centered around the making of shoes. Ask the questions on this filmstrip. Again list the processes being done by machines.

The handling of sheep's wool appears on one, and the handling of cotton and the making of that into textiles. For the sake of saving time and for variety, four small groups may be working on presentations to the whole group relating what they learned by reporting in a variety of ways. (See Field Trip Guide for ways.)

OUTPUT:

Listing information, summarizing and planning reporting of the group is important to a good understanding of material.

EVALUATION:

Level of Performance:

The amount of group participation is indicative of interest and a good level of performance. Learners can be encouraged to depict in art and writing what they have learned. They might wish to contribute to a mural or creative writing sketch of the information gathered from the filmstrips. An interest in the filmstrips and what may be learned from them is important to a good performance.

AN INDIVIDUALIZED WORLD OF WORK UNIT ON THE NEWSPAPER

Communicative Arts Cluster

Intermediate — Awareness: Appreciation-Attitudes

Subject: Language Arts

Piloted by: Carolyn Oyan
Donna Jensen

INSTRUCTIONAL OBJECTIVES:

Given an individualized World of Work Unit about the newspaper, students will be able to contribute to the production of a class newspaper.

INPUT:

All children in Level 1 will participate in a World of Work Unit on the newspaper

* to consider how specialization leads to interdependence among people.
* to develop the concept that observation of people at work helps improve knowledge about careers.
* to show that positions are related within job families.
* to establish the concept that individual workers within the newspaper job family are related to a specific newspaper section or task performance.
* to reinforce the concept that there is dignity in the World of Work related to the newspaper.
* to emphasize that individuals work to meet personal and social needs.

OUTPUT:

In each area of study the student should check the independent activities--one or all three. Upon completion of the activity, the student should color the circle and see his teacher for a conference.

EVALUATION:

Outcome:

Children should be able to:

* complete the individualized unit.
* contribute to a class newspaper production.
* tell about the dignity of the work on a newspaper staff.

I. Observing an Issue of the Watertown Public Opinion

◯ Write a letter to another city newspaper. Explain your activities and secure a sample copy of their newspaper.

◯ Construct a bulletin board using your own good newspaper ideas. A suggestion might be displaying and explaining previously secured sample newspapers.

◯ Individually or in small groups submit a letter to the editor on or before (date _____). All letters will then be read to the class and distinguished guests. We will vote by secret ballot in selecting the "1" letter which will actually be published in the W.P.O.

II. Learning The Newspaper Job Family

◯ Individually or in small groups work up a pantomime, skit, or dramatization on the job family-newspaper. Include the cluster classification.

◯ Linoleum or block picture printing. Materials needed:
1. 3" x 3" linoleum block or soft wood
2. black tempera paint
3. large nail or spike
4. 5" x 7" manilla paper
5. brayer

◯ Construct a bulletin board using your own idea or separate the newspaper into sections. Use yarn to connect the job worker to his particular newspaper section. On (date: ____) class will discuss B. B.(s) as it exists and add further job workers.

III. Visiting the W. P. O. in Divided Touring Groups

IV. Visiting the W. P. O. in Two Newspaper Worker Positions of Individual Student Selections. (This will be done over a 4-week period of time. Employ use of parent volunteers. Use Watertown Job Family information as a basis.)

V. Making a Classroom Newspaper
Plausible steps:

A. In a classroom meeting-type situation students brainstorm to determine the sections they desire in their newspaper.

B. This is followed by a process of eliminating and combining sections where necessary.

C. Through the parlimentary procedure, students select their editing staff (i.e. editor, publishers, copyrighters, etc.)

D. A short class discussion on each area is followed by student selection of their job, i.e. cook's corner, interview, picture of the week, story of the week, etc. "Keep it clever!"
My job is _____

E. Students make their rough drafts.

F. Students hand in rough draft(s) to copyrighters.

G. Students re-write and make necessary corrections. When satisfied, you may do one or more of the following activities:

◯ Write a thank you letter to the W.P.O., Interstate Publishing, or Grow Printing depending upon which place or places you visited.

◯ Construct a No. 7 person depicting 1 or more of the different job workers in the newspaper. Share it with a friend and display it in your room.

◯ Are you a mathematician? If we are to make 35 newspapers with 17 pages in each newspaper, how much will the newspapers cost? You will need to know that each sheet of blank paper costs 2¢. Submit your answer in the following manner: Fold your paper into 4 equal parts, put it under your right arm, walk along the east wall until you come to your teacher's desk, sit in her chair, open the right-top drawer, smile, close the drawer, open the bottom left-hand drawer and place your answer anywhere in there.

H. Copyrighters present corrected/finished work to lay-out worker to splice, etc.

I. All material is finally presented to the editor.

J. Publishers and their helpers publish classroom newspaper.

RESPECT FOR HEAVY EQUIPMENT OPERATORS

Construction Cluster

Intermediate Awareness: Appreciation-Attitudes

Subject: Social Studies

Piloted by: Harry Johnson

INSTRUCTIONAL OBJECTIVES:

Intermediate children will learn when studying land forms that people make changes in landforms as well as nature. These people are heavy equipment operators.

INPUT:

The teacher can introduce this unit by using films and study prints to illustrate the need for heavy equipment operators in the construction of highways, bridges, dams, etc. Related discussion and study should also show that equipment operators are dependent upon others for fuel, engineers, surveyors, maintenance, etc. Further interest in this area of the world of work can be stimulated by the teacher or students bringing in a parent or other resource persons who work with heavy equipment; have a piece of heavy equipment (bulldozer, scraper, or grader) placed on the playground and have an operator demonstrate how it works. . . stress safety around equipment, hard hats, safety laws, etc. Classroom circle discussion will center around the need for workers in the construction industry with emphasis on heavy equipment operators and how their work effects our lives.

Procedure:

Field trip to a construction site.

Question and answer period.

* Why do we need roads, bridges, dams, etc? How did we build these things before we had heavy equipment? How have our needs changed over the years?
* What skills and training are necessary to operate heavy equipment?
* What are some advantages and disadvantages of being a heavy equipment operator?

OUTPUT:

Students should be allowed freedom for creativity in developing:

* bulletin boards
* display of model equipment
* written, visualized, or cassette tape reports

EVALUATION:

Level of Performance:

All students should engage in the discussion, view materials, and attend the field trip with class projects developed on small group or individual basis.

APPRECIATION-ATTITUDES

INTERMEDIATE
Level II

ADVENTURES IN APPRECIATION OF MUSIC MODELS

Hospitality & Recreation Cluster

Intermediate Awareness: Appreciation-Attitudes

Subjects: Music, Language Arts

Piloted by: Velma Klock

REFERENCES:

Careers in Music; Walck Pub.

INSTRUCTIONAL OBJECTIVES:

Given the opportunity to expose children to an appreciation of the work of musicians and the field of music as both a hobby and a career, students will be able to tell which activity had the most significance.

INPUT:

* The teacher will encourage a pupil-teacher discussion.
* She will have listening sessions of works of some great composers.
* She will analyze compositions for better pupil understanding.
* Students and teacher will be talking about the need for awareness in the field of music and appreciation of it, and recognition of the careers which might be involved with music. (This can be done in a brainstorming session.)

OUTPUT:

Active participation will be achieved through:

* exposure to community concert-participation in local school concerts. Occupational songs through the years will be a theme for local programs. Language arts students will announce numbers explaining the historic background and culture surrounding them. The students will have composed this explanation by writing it themselves using various reliable references as a basis for the information.
* visiting a Watertown Barbershop Quartet rehearsal and interviewing the director. Place the interview in the school newspaper after composing it on paper.
* Visit a music studio. Learn first-hand the work that the independent music instructor does, the hours he works, the "tools" he uses, and the miscellaneous information about this career.
* watching performers on TV and being alert to learn of other high calibre programs.

OUTPUT (continued)

* E.T.V. musical programs. (Listening to these programs will be effected with students role playing music critics after the listening session.)

* looking for a family, some members of which enjoy stringed musical practice as a family hobby. Invite them to schools for a program with a question and answer session afterwards.

* teacher encouraging interest in work of instrumental instructors. (A student is allowed to spend a work day with these instructors and report to the class about the tasks accomplished during the day.)

* pupils preparing and presenting musical programs, vocal appreciation for school radio broadcasts plus interchanging program sequencing and will make advertising posters referring to the event.)

* encouraging original compositions. Incorporate these in programs.

All children should be involved in as many activities as possible, so that there should be some in which every child feels secure. All children participating should be allowed to perform commensurate to their various abilities. There should be enough variety in music programs that each child can succeed in some phase of the program.

EVALUATION:

Outcome:

Children will be able to tell or write about the musical experience within these listed activities which was the most meaningful for them.

They will be able to state why this activity seemed significant to them.

APPRECIATION OF THE DAIRY FARMER

Agri-Business Cluster

Intermediate — Awareness: Appreciation-Attitude

Subject: Social Studies

Piloted by: Lorraine Bartz
Lois Rickard

INSTRUCTIONAL OBJECTIVES:

Given a social studies lesson unit in agriculture the student will take a trip to a dairy farm and will be able to tell about the work life on a dairy farm.

INPUT:

Procedure:

Establish the need of dignity in work and importance of appreciation and attitudes in ones work.

* Establish the need of dairy farms and how they help produce the essentials of life.
* Consider the interaction of other workers with the dairy man and how this interaction comes about.
* Set up an interview with a dairy farmer at work on the farm for first hand experience.
* Write a list of specific questions that pupils have written that they would ask the dairy farmer.
* What could the dairy farmer be proud of and work for?

OUTPUT:

In the following ways teacher will develop the World of Work Concepts:

* Discuss the need of a dairy farmer.
* Record the many ways the dairy man is helped by other workers.
* Build a miniature dairy farm. This could be a plywood simulation planned, drawn, and sawed out by students. If plywood is an impossible medium try cardboard simulation.
* Pupils record answers to questions asked the dairy farmer.

EVALUATION:

Outcome:

Children will be able to tell about work life on a dairy farm.

THE CHIEF EXECUTIVES

Public Service Cluster

Intermediate Awareness: Appreciation-Attitudes

Subjects: Social Studies; Reading

REFERENCES:

Lamps to Light the Way, Our Presidents, by Barbara Barclay Bowmar Publ. Co., 1970; beautiful presidential portraits accompany the book.

INSTRUCTIONAL OBJECTIVES:

Given the need for "models" in our society, this book makes our presidents real to students.

INPUT:

* Students will enjoy hearing and seeing through pictures "Major achievements in the public career of each president from George Washington through Richard Nixon." The "joy" develops because of the "personal approach taken to each chief executive."

* Most importantly, presidents are shown as real human beings with families, hobbies, special interests, and "as men with whom the young reader can identify."

OUTPUT:

It is hoped that reading this book will encourage further and deeper presidential research. On the basis of information researched:

* students could play charades, role playing the various leaders for their peers to "guess who".
* a play could be written or a musical which would include information about several of the presidents. It could be a fantasy or based on "real life" experiences of the different presidents.
* poems would be written about a selected president's life and personality.
* a comparative essay could be written containing observations about two or more presidents.
* pictures could be used for molding or sculpturing heads like likenesses of the presidents.

EVALUATION:

Level of Performance:

Children will be able to tell an anecdote about an incident in the life of one of their favorite chief executives.

EXAMPLE OF A SOCIAL STUDIES CAREER DEVELOPMENT FIELD TRIP

Intermediate — Awareness: Appreciation-Attitudes

Subject: Social Studies

INSTRUCTIONAL OBJECTIVES:

Given a study sheet containing career education-oriented questions, students will discover the answers to the questions while on a trip to Prairie Village to visit an early American prairie town. Upon their return they will demonstrate what they learned by choosing a question under On Your Return Trip and enlarging upon the answer in essay form.

INPUT:

Procedure:

The teacher will explain what Prairie Village is, and of what interest it may be to children. Example: "If you were growing up in your grandfather's time, your home town might have looked like Prairie Village." The teacher should prepare them to imagine that this is the case. "What would you expect it would be like?"

The teacher should arrange that small groups select the questions for which answers the children would like to be responsible. Teacher and children should arrange to make the trip.

OUTPUT:

* Go on a field trip. Discover answers together. Record background information for reports to the large group in chart form.
* Children will construct a simulation of Prairie Village in the school hallway.
* Children will devise costumes for wearing in the village.
* Children will invite parents to come to see the simulation.
* They will have set up their general store to actually sell some things--white elephant sale; etc. All of the simulations should be as true to life as possible.

EVALUATION:

Outcome:

Children will be able to select an appropriate question under On Your Return Trip and write an essay about its contents.

Your Name _____

School _____

Directions:

On the back is room for sketching something interesting. Fill out the blanks as fully as you can.

1. Where are we going? To Prairie Village

2. It is located near what town in South Dakota? _____

3. Can you list the towns which we will pass <u>through</u> or <u>by</u> enroute?

_____ _____

_____ _____

_____ _____

4. Approximately how far is the place where we are going? _____ miles

5. What are you most interested in seeing when you get there?

_____

_____

6. Have you ever been there before? _____

7. How many occupations can you list in an early South Dakota town and in the community around?

List of workers	List the Goods or Services they performed	List the Tools they used
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

How many of these workers worked for themselves? List some.

Watch for the machines which workers used. Could you explain how and for what they were used?

Machines	How and For What?

Knowing how to read, write and do math helped which of the workers?

What special skills did early workers have to understand? Could you tell at least five special skills and the workers who had to know them? Could you list more?

Could you act out some of the tasks these workers had to perform to produce their goods or services?

How are these skills the same as workers have to know today? How are they different? Be thinking about it so you will be prepared to write a paper about this when you get back home.

ON YOUR RETURN TRIP

Now that you have been on this trip write a few lines telling us what really impressed you while you were there. Were you wishing that you might have lived during some of those days?

What goods or services do we have now that you would miss if you went back to living in those early times?

Is there anything you would not miss in the way of goods and services?

What kind of an early worker would you have liked to be? Where would you have chosen to work? What services would you have provided? Why do you think you feel this way?

FOOD

Consumer & Homemaker Cluster

Intermediate — Awareness: Appreciation-Attitudes

Subjects: Science; Language Arts

REFERENCES:

Food, Clothing & Shelter; A 206SS - Soc. for Vis. Ed. Inc.
The Story of Milk, Bread, Fruits, Vegetables, Meat

INSTRUCTIONAL OBJECTIVES:

Given a unit which includes foods and good nutrition, the students will demonstrate their understanding of food processes and careers associated with foods by simulating food processing and telling careers associated with food processing.

INPUT:

Show Food filmstrips.

Children are asked before viewing the filmstrips to have a piece of paper before them and whenever they see a worker doing something, they are to write down what he is doing. Also, they should try to remember how he was dressed. A second individual viewing by students may be done, if they feel that they have missed something. Papers then become the basis of a follow-up group discussion after all filmstrips have been shown over a period of four days. The fifth day could be the general discussion.

Procedure:

Students may consult members of their class as to workers viewed. Several small groups may wish to review a filmstrip together after the original showing. An interest in the people involved should evolve first. Secondly should come an attitude of appreciation for the processes involved in the production of food.

OUTPUT:

* Small groups could choose the food processing which they wish to illustrate.
* A language arts experience of much worth could come from this study.
* Papers could be written entitled, "Careers and Food Processing" after research is completed on the subject.
* A simulated production of food processing could be arranged by students. Other students, or PTA members, or both, could be invited to view this simulation. If it is of real value, all intermediate grades could be invited.

EVALUATION:

Outcome:

Students should be able to contribute to:

* food processing
* telling others about careers associated with food processing

LIFE MODELS

Intermediate — Awareness: Appreciation-Attitudes

Subjects: Social Studies; Reading

INSTRUCTIONAL OBJECTIVES:

Given the need for life models of successful people in careers of the past and present with names of people who did some exceptional historic feat on that calendar date, students will produce a daily contribution to a bulletin board.

INPUT:

Procedure:

Further study in this area will be suggested by providing research materials on a table designated for this for perusal by interested students who would like to earn stars or a reward by making such a student study and reporting. The reporting could be orally to many or to a buddy, or by writing an essay or poem.

If a student goes to the table to search out information, the input has been a motivating force for him.

OUTPUT:

Student reporting orally, or otherwise, regarding the life models will be the output desired.

EVALUATION:

Outcome:

Students will be able to make daily, interesting, informative contributions to a bulletin board of past and present careers of successful people. Pupil performance will be judged on the basis of number and quality of contributions.

CAREER DEVELOPMENT

DECISION MAKING

RATIONALE:

Decision making is a prime and necessary objective of career education.

* Decision making is the application of information to rationale processes to reach decisions.

* Decision making in this format implies career direction, a Career Development plan.

GOALS:

In working with objective decision making, the teacher needs to realize that the student should be taught the following knowledge in the form of concepts and generalizations developed within the instructional design.

* Individuals differ in their abilities, interests, and attitudes as well as values. Personal goals reflect this and should be identified as part of making career decisions.

* The process of decision making is one of problem solving often developed through inquiry processes, and other techniques which require practice.

* Decision making includes responsible action in identifying alternatives, selecting an alternative that is the most consistent with a student's goals, and taking steps to implement the course of action.

DECISION MAKING

TITLES	INTEGRATION	CLUSTERS	PAGE NOS.
DEVELOPMENTAL STAGE: GROWTH-FANTASY			
PRIMARY Level III			
Conservation and the World of Work	SS	Natural Resources & Environment	1
Spending Ten Dollars	M	Consumer & Homemaker	3
DEVELOPMENTAL STAGE: GROWTH-FANTASY-BEGINNING INTEREST			
INTERMEDIATE			
Figure It Out	M	Consumer & Homemaker	4
School Cook	SS; LA	Consumer & Homemaker	5
DEVELOPMENTAL STAGE: GROWTH-INTEREST			
INTERMEDIATE Level III			
City Planning	SS; S; M	Hospitality & Recreation	6
Individual & Group Decisions	SS; R	Miscellaneous	8

DECISION MAKING

PRIMARY
Level III

CONSERVATION AND THE WORLD OF WORK

Natural Resources & Environment Cluster

Primary _ Awareness: Decision Making

Subject: Social Studies

Piloted by: Jan Bernard

REFERENCES:

People Use The Earth, Silver Burdett Co., Morristown, N.J., 1967.
Your Community and Mine, L.W. Singer Co., N.Y.; Brandon, Miss.; Dallas, Des Plaines; Menlo Park, 1966.
Communities at Work, D.C. Heath Co., Lexington, Mass., 1966
SVE Conservation Filmstrips, Singer Corp., Chicago, Ill.
Yellow pages of Occupations
Occupational Outlook Handbook

INSTRUCTIONAL OBJECTIVES:

Given a unit on conservation of natural resources and the integration of World of Work information, the children should be able to:

* list 5 careers in the Natural Resources & Environment Cluster.
* use role play to develop a personal understanding of the career responsibilities in the conservation and the Natural Resources & Environment Cluster.
* arrive at the realization that individual differences will affect job choices through "brainstorming".

INPUT:

* Review the areas of resources and the reasons for conservation.
* Discuss the areas of conservation and inquiry method worksheets for the role playing and further inquiry.
* Assignment of small group activities to use reference materials to report on qualifications for cluster of occupations.
* Lead brainstorming session on Conservation Careers after small groups have reported.
* Arrange multi-texts and library materials for viewing.

Procedure:

* Whole group discussion of initial review on resources.
* Large group discussion of conservation and career job families.
* Small group or teaming for investigation and research.
* Small group reporting of findings on qualifications.
* Individual, small group, or large group role playing experiences.

OUTPUT:

* Small groups work on inquiry worksheet on occupations involved in the conservation cluster.

* Reference materials used by small groups or individuals for career qualifications.

* Brainstorming session on qualifications as they apply to the individuals' interests and desires.

* Filmstrip, record, and independent reading utilization to share with the rest of the class (either the whole or parts of what applies).

* Self awareness as related to training, duties, and working conditions of the conservation career job families within the Natural Resources & Environment Cluster.

* Grouping for role playing and simulation to further define careers and also the self awareness idea.

Resource persons should be incorporated into the study whenever possible. Costuming and puppetry are initiated by children where stagework or role playing are suggested.

EVALUATION:

Outcome:

The students should be able to list:

* 5 careers in the Natural Resources & Environment Cluster, and/or,

* use role play to develop understanding of responsibilities in conservation, and/or,

* tell why individual differences affect job choice.

SPENDING TEN DOLLARS

Consumer & Homemaker

Primary

Awareness: Decision Making

Subject: Math

Piloted by: G. Kissinger
M. Nelson
C. Noeldner

REFERENCES:

Newspaper-Grocery Ad.; Catalogues.

INSTRUCTIONAL OBJECTIVES:

To show their awareness of decision making, students will purchase in fantasy ten dollars worth of goods found in newspaper or catalogue advertising.

INPUT:

Given the need to teach children decision making the teacher will:

establish the reason for this kind of decision making.

* A given amount of money will buy only so much.
* Show a need for mathematics.
* Show that money is the medium of exchange.

Procedure:

All children will be an integral part of the discussion. All ideas should be acceptable. All concepts should be understood so each child will be able to find satisfaction in his performance.

OUTPUT:

All children will participate in this assignment either individually or in groups of two.

* Assignment using catalogues and newspapers:
  * Find as many items that you could buy with ten dollars as you can. (Do not overspend.)
  * List these items on the board.
  * Group discussion of each list and totaling of columns to decide which lists came closest without over-spending.

EVALUATION:

Outcome:

Children should be able to purchase in fantasy ten dollars worth of advertised merchandise.

DECISION MAKING

INTERMEDIATE
Level II

FIGURE IT OUT

Consumer & Homemaker

Intermediate

Awareness: Decision Making

Subject: Math

REFERENCES:

"Invitations to Speaking and Writing Creatively"
Figure It Out, p. 53, Unit 14, p. 35 Guide

INSTRUCTIONAL OBJECTIVES:

Given the understanding of how to see problems and look into them deeply, the student will exercise his abilities in this regard via this "Figure It Out" exercise.

INPUT:

In this sensitivity and awareness exercise, the student is asked to examine "the nature of shapes appearing before us."

Procedure:

Closeness of examination of the structure of shapes is needed.

OUTPUT:

The number of figure squares, rectangles, and triangles is carefully examined and noted.

The number of items in the answers will determine if the creative performance desired was achieved. Many new ways of looking for these geometric shapes are devised by the good student. He may even draw a variety of shapes to prove his point.

EVALUATION:

Outcome:

Students' ability to "Figure It Out" will be demonstrated by:

* his use of many new approaches to looking for geometric shapes.
* his contributions to the number of items in the answers.

SCHOOL COOK

Consumer & Homemaker

Intermediate Awareness: Decision Making

Subjects: Social Studies; Language Arts

INSTRUCTIONAL OBJECTIVES:

Students will learn about the worker contributions of a school cook and will be able to tell what valuable services this person provides.

INPUT:

Procedure:

Arrange to have the cook send the class a letter inviting them to come to the kitchen for a lunch.

* Class brainstorming session on the cook and the kitchen What do we expect to see?
* Reply to the invitation by letter.
* Visit the kitchen and observe the cook at work. Did we see the things that we expected? Watch as she prepares a meal.
* Draw a picture of the cook at work. Use these to develop a career bulletin board.

OUTPUT:

If you were a cook in a lunch room, what would you cook? How? Have each child dictate a recipe to be duplicated and put into a cookbook written by the class as a project. Send a copy home for parents.

EVALUATION:

Outcome:

Students will be able to write or tell a few sentences about the value of a school cook and include one important task she or he was doing when being observed.

DECISION MAKING

Intermediate
Level III

CITY PLANNING

Recreation & Hospitality Cluster

Intermediate — Awareness: Decision Making

Subjects: Social Studies; Science; Math

Piloted by: Lee Konvalin

INSTRUCTIONAL OBJECTIVES:

Given practice in cooperative decision making, a class will be able to demonstrate cooperative planning of a new park for the city of Watertown.

INPUT:

Plan an open discussion to list possible answers to the following questions:

* What city employee might be involved in solving the above problem?
* What will be some of their major problems in arriving at the ultimate decision?

OUTPUT:

Interviews: Members of the class should interview local officials at this time to determine their role in this decision making process. (Students should work in pairs on this).

Organization of Data: In small groups (3 or 4 children who choose the same role) begin sorting and arranging all necessary data, including notes from interviews, and begin applying these to some of the problems involved such as:

* location of park
* size of park
* purposes to be served
* how the park is to be landscaped - types of vegetation
* how to make the park usable year-round

(Any of the above questions could lead to a wide variety of math, social studies and science explorations depending on the length of time set for this activity.)

* After the students feel satisfied with their knowledge of the situation and their role as a local official, a simulated park meeting is held to discuss their recommendations for the new park. If your city officials are very cooperative you might persuade two or three of them to come and listen to the students' final summation after giving previous advice.

(Note: A large map of your city is a necessity for this activity. Students who interview the city engineer might be able to get one.)

EVALUATION:

Outcome:

Students will be able to conduct a city parks' meeting to demonstrate cooperative planning for the new park. Planning will be done toward taking positive action on the proposal.

INDIVIDUAL & GROUP DECISIONS

Intermediate — Awareness: Decision Making

Subjects: Social Studies; Reading

REFERENCES:

"Deciding & Doing" pg. 141-160 Teacher's Guide
Social Science Laboratory Units and Resource Book by Ronald Lippitt, Robert Fox, Lucille Schaible, Science Research Associates, 259 E. Erie Street, Chicago, Illinois, 60611.

INSTRUCTIONAL OBJECTIVES:

Given sequential information and educational activities to help unfold student understanding of decision making processes, they should be able to tell:

* what a decision is.
* how individuals and groups make decisions.

INPUT:

The materials sequence of recommended lessons is as follows:

* Do children make decisions?
* What decisions do you make?
* How do individuals help or hinder group decisions?
* How do individuals or groups make decisions?
* Why are some decisions more successful than others?
* What far-reaching effects can decisions have?

Procedure:

If the reading is made easy through group reading, buddies, cassette listening and reading, every pupil will be able to find success with the activities delineated.

OUTPUT:

Follow the guide for student activities.

EVALUATION:

Outcome:

Students should be able to tell:

* what a decision is.
* how individuals and groups make decisions.

CAREER DEVELOPMENT

EDUCATION AWARENESS

RATIONALE:

Education awareness is a prime and necessary objective of career education. It will lead to a life-time target of education identity.

* Education awareness perceives the relationship between education and life-time goals and leads to the ability to select educational avenues to develop career plans.

* Education identity is the identification of specific educational avenues for and by the student who has assessed his ability, interests, economic desires, and has found that these are the best areas for them to operate within, educationally.

GOALS:

In working with the objective of education awareness, students should be exposed to the following ideas about it:

* School is part of the preparation for a career, yet learning is a continuous process occurring in and outside of school.

* Individuals need special training for most careers. These educational experiences are necessary to career development.

* Individuals are qualified to perform in many different occupations.

* Different careers require different education preparation.

* Facility in language, computational and reasoning development, and content knowledge mastery are important means of achieving career goals.

EDUCATION AWARENESS

TITLES	INTEGRATION	CLUSTER	PAGE NOS.
DEVELOPMENTAL STAGE: GROWTH-FANTASY			
PRIMARY			
Level III			
Mathematics and Workers in the Classroom Store	M	Financial & Business Services	1
INTERMEDIATE			
Level I			
Why Are Numbers Important in Life?	M	Miscellaneous	2
Level II			
Advantages of the Metric System in the World of Work	M	Miscellaneous	4
Level III			
Computers, Base Two, and Educational Awareness	M	Miscellaneous	5

EDUCATION AWARENESS

PRIMARY
Level III

MATHEMATICS & WORKERS IN THE CLASSROOM STORE

Financial & Business Services Cluster

Primary — Awareness: Education; Decision Making

Piloted by: Sybil Schafer, Betty Erickson
Martha Johnson, Eva Markve

REFERENCES:

The True Book of Money, Children's Press
Money Around the World, Harcourt and Brace
Let's Go to the Supermarket, Putnam
I Want to be a Storekeeper, Children's Press
Animal Supermarket (record)

INSTRUCTIONAL OBJECTIVES:

Children will be able to demonstrate how mathematics helps people in their work by experiencing different situations within their classroom store such as purchasing items to be sold from a wholesale list, totaling the list as well as receiving money for retail purchases and making change and discovering if they have made a profit or a loss.

INPUT:

* Introduction by brainstorming. Where do you use money?
* Use bulletin board of man in jail. Caption, "This Man Tried to Make Money".
* Visit a grocery store and observe workers as truckers, salesmen, cashier, manager, etc.
* Role play using a grocery clerk and customer where money is being exchanged.

Procedure:

Teacher accepts all ideas from the children and guides them in their decision making. All children have a part in planning and preparing questions they want answered when they visit the store. Each child will have experience in role playing guided by the teacher.

OUTPUT:

* Decision making; be able to choose the five best answers to questions.
* Use pictures showing the government making or printing money. Our parents are paid for their work.
* Set up a grocery store within the classroom.
* Pupils will learn how to make change and appreciate the value of money.

OUTPUT (continued)

All children will contribute by either selecting pictures or drawing them. Each child will tell about his parent's occupation. All children will bring articles, empty boxes, etc., to be used in the classroom store, and also, have the opportunity of being a worker and buyer.

EVALUATION:

Outcome:

Children will be able to:

* make an order of wholesale food items and total its cost, and/or,
* receive money for retail sales, and/or,
* demonstrate making change, and/or,
* show that income less expenses tells profits.

EDUCATION AWARENESS

INTERMEDIATE
Level I

WHY ARE NUMBERS IMPORTANT IN LIFE?

Intermediate Awareness: Education

Subject: Math

Piloted by: Connie Egan

INSTRUCTIONAL OBJECTIVES:

Given a lesson on the importance of numbers in one's life work, students will have a deeper appreciation of reasons why one should study math. This will be demonstrated by dramatizing it on a TV viewer or through puppetry.

INPUT:

The teacher will lead an active discussion concerning the importance of numbers in life work. It could begin, "How do you think department store workers use numbers in their work?" Use Glasser's circle meeting technique.

Procedure:

The children should all take a part in the discussion. They should each prepare a list of questions raised by the discussion.

OUTPUT:

* The children should pick 3-5 workers living in their block to interview in regard to using math in their life's work.

* They will bring the answers back to class to share, having made samples of the various math uses for bulletin board display. Another discussion will pull all data together.

* The children, as a follow-up, could role play their experiences gained while interviewing.

EVALUATION:

Outcome:
Children will demonstrate knowledge by:

* Drawing illustrations of these experiences and showing on make-believe TV viewers, and/or,

* Writing a story about why numbers are important in everyday living at home or at work, and/or,

* Dramatizing the story referred to above through puppetry.

EDUCATION AWARENESS

INTERMEDIATE
Level II

ADVANTAGES OF THE METRIC SYSTEM IN THE WORLD OF WORK

Intermediate Awareness: Education

Subjects: Math; Social Studies

Piloted by: LaVera Casey, Blanche Christensen
Inez Haan

INSTRUCTIONAL OBJECTIVES:

After a lesson on the Metric System students will demonstrate their understanding of the advantages of the Metric System in the World of Work by:

* converting one measurement to another.

* choosing the proper measurement device needed to solve a problem via the Metric System.

INPUT:

* Develop the concept that the world-wide trend is to the use of the Metric System.

* Compare our complicated system of measurement to the ease with which the metric system can be manipulated.

* Point out one business which is benefited by the Metric System.

OUTPUT:

* The physical setting will be the playground and the activities will be carried on outdoors.

* Decide as a group the state you wish to draw.

* Choose groups and discuss location on map of the playground.

* Compute the measurement and draw to scale a map of the state, using the Metric System.

* Take part in researching various industries, careers, and businesses which would benefit by the use of the Metric System.
  * Use school library
  * Use public library

EVALUATION:

Outcome:

Children will be able to demonstrate measuring with meter sticks and show conversion of yards into meters by planning one example of each skill.

EDUCATION AWARENESS

INTERMEDIATE
Level III

VI. Preparation

VII. Opportunities Now and in the Future

VIII. Related Jobs

COMPUTER, BASE TWO, AND EDUCATION AWARENESS

Intermediate

Awareness: Education

Subject: Math

Piloted by: Vera Sunne

REFERENCES:

Multi-Texts
Resource People

INSTRUCTIONAL OBJECTIVES:

After a study of base two in math, students will be able to:

* show how a lesson in base 2 is related to computer work.
* tell how a computer is used in business.
* tell something about the work of a computer operator.
* tell about the training necessary to become a computer operator.

INPUT:

The teacher will:

* through discussion establish an interest in computers.
* prepare the class for the way in which a computer works by teaching base two using the arithmetic text.
* help the class plan a trip to some business place such as a Savings and Loan Co. which uses a computer in its business.
* involve the pupils in planning a list of the things they want to learn from their visit to see the computer in operation.
* assist the students in writing or telephoning to ask permission to visit the business place.

Procedure:

All children should be an integral part of the discussion and of the planning involved in the visit to the business place. They should be able to perform simple computations expressed in base two although some students may not at this point have a real understanding of this principle.

OUTPUT:

* All children will do simple computations in base two.

* All children will visit a business such as a Savings and Loan Co. to see how a computer operates.

* All children will have an opportunity to ask questions of the computer operator.

* After the visit, some of the pupils may wish to make a "human computer". (This can be done by using pupils for the place value positions and a raised hand may be used to indicate a one, and a hand down may indicate a zero. The signal to raise or lower the hands may be a nudge from the person to the right.)

* Some of the students may wish to do research on the invention and early use of the computer.

* Some of the students may work out plans for making a controlled computer. (This could use a large box-dials and openings could be drawn on. A limited number of question and answer cards could be made. A child inside the box would make the computer "work".) Imaginative children could have a lot of fun with this type of project.

* Diagrams and charts showing the job cluster associated with the computer could be drawn.

* Pupils should be encouraged to work out their own activities which relate to this lesson.

EVALUATION:

Outcome:

Students should be able to:

* compute 1 exemplary problem in base 2, and/or,

* list two advantages of a computer used in business, and/or,

* show how a lesson in base 2 is related to computer work, and/or,

* tell how a computer is used in business, and/or,

* tell something about the work or training of a computer operator.

CAREER DEVELOPMENT

EMPLOYABILITY

RATIONALE:

Employability is a prime and necessary objective of career education. It will lead to a life-time target of career placement.

* Employability skills involve social and communication skills appropriate to career placement.

* Placement involves employment in line with a career development plan.

GOALS:

In working with the objective of employability students should be exposed to the following ideas about:

* Personality including attitudes and habits and appearance, value systems, and ability to get along with others are assets necessary to employability.

* Education is suitable to job requirements.

* Innate abilities and interest come into play when it is necessary to relate information about himself in selecting, learning, and performing duties.

* Social skills and the need to understand interviewing techniques so that one can interview successfully for a position are most important.

* Work skills need to be developed which are necessary to entering an occupation in the career area of one's choice.

* Compliance with job requirements such as social security cards and completing of employment forms is necessary and important to securing a position.

* Attitudes and drive to work independently and with others equally well, with or without supervision, is important to successful achievement.

EMPLOYABILITY AWARENESS

TITLES	INTEGRATION	CLUSTER	PAGE NOS.
DEVELOPMENTAL STAGE: GROWTH-FANTASY			
PRIMARY Level III			
Design to Teach Employability to Primary Children	SS & LA	Miscellaneous	1
DEVELOPMENTAL STAGE: GROWTH-FANTASY-BEGINNING INTEREST			
INTERMEDIATE Level II			
Encouraging Intermediate Students to Apply for a Social Security Card	SS & LA	Miscellaneous	3
DEVELOPMENTAL STAGE: GROWTH-INTEREST			
Level III			
Adventures in Employability	LA, SS, S, M	Miscellaneous	5
Requirements in the World of Jobs	LA, SS, M	Miscellaneous	8
Writing a Letter of Application	LA	Miscellaneous	9

EMPLOYABILITY

PRIMARY
Level III

DESIGN TO TEACH EMPLOYABILITY LESSON TO PRIMARY CHILDREN

Primary — Awareness: Employability

INSTRUCTIONAL OBJECTIVES:

Given an employability lesson, primary children will be able to write a short story about getting a part-time neighborhood job. They should illustrate the story.

INPUT:

Procedure:

The inquiry method will be used chiefly throughout the discussion which can be a large group and can involve both rooms in a team teaching situation.

After the initial presentation and role play, students will participate in the outcome portion of the lesson by working at desks grouped in fours.

Given the need to teach children what makes a person employable, the teacher will:

* establish the reason one needs to be employable.
* develop the concept that all people require (for existence)
  * food
  * clothing
  * shelter
* show that the needs are basic to human survival.
* consider that in the U.S. there is an interdependence of workers.
* show that in contrast, people like the aborigines are self reliant providing these necessities themselves.
* show that in the U.S. money is the medium of exchange.
* establish that parents work to get money to provide these necessities for the family.
* develop World of Work concepts through using these questions:
  * How do people apply for work?
    Answer - Good appearance--neatness, cleanliness; good voice; good posture
    Good attitude--politeness; courtesy
  * Is it fun to work? Why?

INPUT (continued)

* There is a joy in work.
  Answer - Seeing a job well done.
  Knowing that one contributed to the job; etc.

* Does it make us feel good to have done a good job?
  Elicit group discussion.
  Elicit group contribution of answers to discussion.

* What kind of work can we do?
  What services can children supply?
  What goods can children supply?

* Can we do work for several reasons?
  Answer - Because we want to help our neighbors. (Social needs)
  Because we like to accomplish a job. (Personal satisfaction)
  Because we want to earn some money. (Economic needs)
  Because we want to exchange some goods. (Ex. like cookies for services, exchanged for raking lawn)

OUTPUT:

Assignments: Role play -

* children applying for work.

* children doing the work.

* children collecting earnings.

EVALUATION:

Outcome:

Children will be able to write and illustrate their own story about getting a part-time neighborhood job.

EMPLOYABILITY

INTERMEDIATE
Level II

ENCOURAGING INTERMEDIATE STUDENTS TO APPLY FOR A SOCIAL SECURITY CARD

Intermediate — Awareness: Employability

Subject: Language Arts

REFERENCES:

Wonderful World, pg. 409-411
Application for Social Security Card

INSTRUCTIONAL OBJECTIVES:

Given an awareness of the need for a social security number, the children will apply for a social security card.

INPUT:

The attached letter is a sample letter which was sent to Watertown parents explaining the need to apply for a social security card and requesting their permission to have their children do so.

OUTPUT:

Each class should contribute to a group letter planned for their parents. The writing of the social security application form must be accomplished.

EVALUATION:

Outcome:

Students will be able to tell the purpose and need for a social security card.

SAMPLE LETTER BASED ON WHAT MIGHT BE DEVELOPED IN YOUR ROOM

ALONG WITH THE APPLICATION

CAREER EDUCATION

_____ Elementary School
Watertown, South Dakota 57201

2-28-72

Dear Parents,

We have been studying about all kinds of workers in our country, the United States of America.

We have learned that all workers in our country carry a Social Security card. Our book at school, WONDERFUL WORLD, tells us all about what it is on pp. 409-411. We know, among other things, that workers pay money into the social security fund. Someday we will be workers. Right now, we do enjoy earning money helping people mow lawns, do chores around their houses, etc.

The First National Bank at Watertown has people in their savings department who tell us that we should have a social security number if we establish or maintain a savings account.

We also know that this is a good way for us to show strangers who we really are. A card makes good identification.

Our class is inviting a social security representative to talk to us someday about what social security is and how (s)he became a social security worker.

We plan to apply for such a card if this is agreeable with you. If it is all right with you, please sign here. The teacher has application blanks.

I would like to have a card.

With love,

Your child,

_____ _____

Signature of parent

EMPLOYABILITY

INTERMEDIATE
Level III

ADVENTURES IN EMPLOYABILITY

Intermediate — Awareness: Employability

REFERENCES:

Teacher-made form

INSTRUCTIONAL OBJECTIVES:

Given the form, ADVENTURES IN EMPLOYABILITY, students will be able to demonstrate the important points about specific openings for various occupations by completion of the Job Description Form for a minimum of 3 positions.

INPUT:

Procedure:

The teacher will encourage students to select an occupation related to a particular subject, study its description, and complete information about it on a Job Description Form.

OUTPUT:

Activities:

Students will choose to participate in several of these reinforcement activities designed for an expanded awareness of job descriptions.

* Have a panel discussion.
  - 5 person panel
  - panel collects information on topic
  - students submit questions to panel
* Make a pamphlet.

  Ex. The page is folded 6 times to make 8 separate spaces for illustration and listing.
* Make a scrap book for a particular job.
* Make a film strip.
* Role play job aspects.

EVALUATION:

Outcome:

Students will be able to tell at least five of the major elements of a job description.

ADVENTURES IN EMPLOYABILITY

Job Description Form

Piloted by: Connie Egan
Wayne Aubert

I. Occupational Title (Illustrate)

II. Duties (List and illustrate)

III. Requirements

A. Mental Ability and/or Mental Facility

B. Personal Habits

C. Age

D. Health

E. Physical Ability

IV. Working Conditions

A. Salary

B. Type of building

C. Hazards

D. Hours

E. Benefits

F. Locomotion (travel, stationary)

G. With people or alone

V. Location

A. Type of region
1. desert
2. mountain
3. prairie
4. coastal

B. Population
1. rural
2. urban

REQUIREMENTS IN THE WORLD OF JOBS

Intermediate Awareness: Employability

Subjects: Language Arts; Social Studies; Math

Piloted by: Vera Sunne

REFERENCES:

Filmstrip "Requirements in the World of Jobs" A612-1 and tape
SVE, Singer Co., Chicago, Ill.

INSTRUCTIONAL OBJECTIVES:

After the study of the filmstrip, "Requirements in the World of Jobs", a student will be able to:

* tell what is meant by a realistic educational career goal.
* tell examples of good personal work attitudes.
* tell why job skills are important.

INPUT:

Teacher will, through discussion, introduce and arouse interest. Show filmstrip and play tape, "Requirements in the World of Jobs", to the class. Large group presentation.

Large group presentation - informal discussion. All pupils should gain a better understanding of the requirements which must be met to insure employability. They should be efficient in the arts of communication - reading, writing, speaking in order to obtain and advance in a job.

OUTPUT:

* Pupils will view the filmstrip and listen to the tape.
* They will take part in an informal discussion.
* Role playing - applying for a job and stating requirements.
* Creative writing - Importance of certain work attitudes. (Cooperation, Dependability, etc.)
* Unfinished story - "What would you do if--?"

EVALUATION:

Outcome:

* Children will be able to tell the meaning of the words, "realistic educational career goal" and give an example of one.
* Tell a minimum of 1 good personal work attitude.
* Tell why job skills are important as compared to general knowledge.
* A circle works best for sharing creative writing.

WRITING A LETTER OF APPLICATION

Intermediate — Awareness: Employability

Subjects: Language Arts

INSTRUCTIONAL OBJECTIVES:

Given a lesson in writing letters of application, students will demonstrate their new knowledge by writing a letter applying for a position described in a "Want Ad".

INPUT:

Show examples of want ads and letters of application where one is required. Discuss what information an employer might want to know. Teacher might ask, "What skills do you have that might impress an employer?"

Each student will write a letter using correct form, good sentence structure, and good penmanship. Students will need examples of letters. One could be presented on transparencies.

OUTPUT:

Write a letter of application. Make it legible and an improvement over previous work. All words should be carefully spelled in order that the work will be excellent and leave a good impression.

EVALUATION:

Outcome:

Students will be able to write a letter applying for a position described in a "Want Ad".